

Literature Circle Jobs

Mrs. Hawke :: English

Keep this list to refer to as we work in literature circles. You will serve in each of these roles at some point within your reading. Activities will be completed on separate sheets for each section of reading.

Job #1 – Summary Sultan – Your role is to prepare a summary of this section of reading. Think about what details, characters, or events are so important that they might be included on an exam. You should consider the following questions for your summary: What are the most important events in the section you read? What makes them so important? What effect do these events have on the plot or characters? What changes – in plot, character, or tone – did you notice when you read? Your summary should be concise and informative, but it should also be sufficiently detailed, at least 25 items. These 25 items represent the major events of all chapters or pages assigned.

Job #2 – Plot Premier – You are in charge of graphically displaying the major events in this section of the book with a storyboard of at least four frames. The illustrations may be hand-generated, consist of magazine cut-outs or printed images, or be created using computer graphics programs (like Photoshop). Regardless of what you choose, it must accurately display what happened in the reading. You also need to describe, in one to two detailed paragraphs, the major event you chose to illustrate in each frame of the storyboard. Also, you should explain why you chose to use the illustration you did.

Job #3 – Passage Master – Your job is to select four passages from the reading selection that you think are worthy of being read out loud and discussed with your group members. You should write down the passages word-for-word in quotes, citing the page number(s) at the end. You are free to pick whatever quotes you like, but they must have some sort of significance or importance to the overall story. Choose lines you find insightful or lines that confuse you. Also, in a paragraph or two per quote, you must explain the significance of the line and why you picked it.

Job #4 – Question Commander – Your role is to make a list of four “thinking” questions that can prompt a discussion among your literature circle group members, and eventually the entire class. The questions you choose should be designed to get your group members thoughtfully engaged in the issues and topics in your reading. Often, good questions will attempt to reveal the nature of the characters and why they make the decisions they do. Was it unclear why a character did something? Was part of the plot unclear or confusing? Do you think the author has a hidden agenda or motive? These make for great questions. *Remember that thinking questions will not be answerable directly from the text. Factual questions about what happened in the story are NOT thinking questions!* After writing each question, provide, in one to two paragraphs each, a possible answer with supporting details. It doesn’t have to be “right,” but it must be reasonable and with support, and it should serve to foster discussion.

Job #5 – Connection Captain – You are in charge of connecting what is happening in the story to the world around you: in school, in the community, in the country and world. You can also connect the events to personal experiences you have had, things you have seen or heard about in real life, or events that occurred in other books you’ve read or movies you’ve seen. The connector will often use phrases like: “This reminds me of...” or “This event was similar to...” Make sure that the connections you make are very specific. AVOID words like these: always, never, everyone, sometimes; they are signals that you are being too vague. You should find at least four connections and explain them in a detailed paragraph or more each.

Job #6 – Word Warrior – You are to serve as a lexicographer, generating a list of at least four words from the text that you believe are worth knowing. The words you pick should be words that were unknown to you before, or familiar words used in unfamiliar or unusual ways. For each word, generate the following: 1) the exact sentence from the book that contains the word in quotes, citing the page number at the end in parentheses, 2) the part of speech based on how it is used in the text, 3) an easy-to-understand denotative (dictionary) definition, 4) your own personal connotative (personal association or feeling) definition, 5) three synonyms (other words that are similar to that word’s denotative definition), and 6) a small, simple graphic or illustration to help you remember the word.